



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

920 E Broadway, Mesa, AZ 85204

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Underperforming
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Sandi Kuhn
Schedule : 07:15 AM to 03:15 PM
Grades : Pre-K-6
Web Address : www.mesa.k12.az.us
Phone Number : (480) 472-1400
Fax Number : (480) 472-1482
E-mail : slkuhn@mpsaz.org

Mission

Lowell School provides a safe environment where student learning is our focus. Instruction is tied to state academic standards. We provide remediation for students needing extra assistance and enrichment for those students achieving standards.

School / Academic Goals

- ü Improve reading, math and writing skills. Our K-3 classrooms provide 90-120 minutes of uninterrupted literacy instruction each day. Our goals is for all students to be reading on grade level.
- ü Improve parental involvement and communication. Parenting workshops are provided to show parents how they can assist their children with school-related tasks.
- ü Provide additional instructional support to our K-6th grade students in the area of reading. We have established a learning lab to support struggling readers.
- ü We have hired retired teachers to work parti time and provide another tier of instructional support in reading, writing and math.

Enrollment

October 1, 2005 School Year Student Enrollment : 868
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 265

Instructional Programs

- ü Traditional Classrooms
- ü Sheltered English Immersion Classrooms
- ü Primary and Intermediate MIMD Classes
- ü Reading First School
- ü Learning Lab support K-6 Reading
- ü Retired Teacher Intervention support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Home/school partnership is a must. Parent workshops are provided. Parents are encouraged to visit classrooms, becoming involved in school/classroom activities. Working in partnership, we create a positive learning environment for all students.

Parents

Our parents set high expectations concerning their child's academic performance. We encourage children to share school successes and challenges with parents. As a team; parents, children and teachers, we foster student growth and success.

Transportation Policy

Busing is provided for all students living more than a mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education and 504 students is provided by the district.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Reading First School	2006
ü Teacher designated as a Rodel Teacher of the Year	2005
ü Reading First School	2004
ü Reading First School	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5547	80010	97	98	99	421	453	447	14	8	10	32	16	18	52	56	53	3	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2719	38935	96	98	99	420	452	447	8	8	9	43	17	19	47	56	55	2	19	17
Male	65	2828	40974	98	98	98	422	453	448	18	8	11	23	15	18	55	55	52	3	22	19
African American	--	236	4201	--	98	99	--	437	430	--	15	17	--	19	23	--	56	51	--	11	9
Hispanic	109	2182	34545	97	98	99	420	434	432	15	12	14	31	23	24	51	56	53	3	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	NC	2783	35142	NC	98	99	NC	469	465	NC	4	5	NC	9	11	NC	55	56	NC	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	110	4902	69849	100	99	100	421	457	451	14	5	7	33	14	17	51	58	56	3	22	19
Limited English Proficient Students	72	877	14013	99	97	97	408	415	413	21	20	24	36	33	34	43	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	110	3005	39029	98	97	98	421	437	432	14	11	14	32	22	25	52	57	52	3	10	9
Non-Economically Disadvantaged	NC	2542	40981	NC	99	100	NC	472	462	NC	4	6	NC	9	13	NC	54	54	NC	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5457	79438	97	97	98	427	457	451	15	7	9	34	21	24	49	60	56	3	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2686	38775	96	97	99	426	463	457	12	5	7	41	19	22	47	62	58	NA	14	13
Male	65	2770	40560	98	96	97	427	452	446	17	8	12	28	23	25	51	58	54	5	10	9
African American	--	235	4178	--	98	98	--	445	439	--	9	13	--	28	29	--	55	52	--	9	6
Hispanic	109	2140	34297	97	96	98	425	437	434	16	11	14	36	31	31	46	54	50	3	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	NC	2744	34887	NC	97	98	NC	475	471	NC	3	4	NC	13	15	NC	65	63	NC	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	110	4900	69850	100	99	100	427	461	456	15	5	7	35	20	23	47	62	59	3	13	12
Limited English Proficient Students	72	846	13856	99	93	96	407	411	407	21	22	27	44	44	43	35	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	110	2946	38685	98	95	97	426	441	435	15	10	14	35	29	32	48	55	50	3	5	5
Non-Economically Disadvantaged	NC	2511	40753	NC	98	99	NC	477	467	NC	3	5	NC	12	16	NC	65	62	NC	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5524	79971	97	98	99	378	415	423	19	8	8	57	46	41	24	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2715	38974	96	98	99	399	429	437	8	5	5	65	40	33	27	53	57	NA	2	4
Male	65	2808	40895	98	97	98	361	402	410	28	11	10	51	53	47	22	35	41	NA	1	2
African American	--	235	4203	--	98	99	--	408	411	--	8	11	--	55	45	--	34	43	--	3	2
Hispanic	109	2166	34481	97	97	99	380	399	410	18	12	10	58	53	46	24	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	NC	2779	35150	NC	98	99	NC	429	437	NC	5	5	NC	41	35	NC	52	56	NC	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	110	4879	69713	100	99	100	379	420	429	19	6	5	60	45	39	21	46	52	NA	2	3
Limited English Proficient Students	72	865	13985	99	95	97	369	371	382	25	22	18	57	56	54	18	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	110	2986	38994	98	97	98	378	401	409	19	11	10	55	52	47	25	36	41	NA	1	1
Non-Economically Disadvantaged	NC	2538	40977	NC	99	100	NC	432	437	NC	4	5	NC	40	34	NC	53	56	NC	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5739	80147	95	98	99	468	498	482	8	6	11	29	13	17	53	48	49	11	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2849	39281	93	99	99	470	498	483	4	5	9	34	13	17	52	49	50	11	33	24
Male	64	2889	40780	97	98	98	467	497	482	11	7	12	25	12	17	53	48	48	11	32	24
African American	--	252	4249	--	98	99	--	478	464	--	11	17	--	19	22	--	51	48	--	19	13
Hispanic	108	2106	33494	95	98	99	468	479	466	6	9	15	31	18	23	53	55	49	10	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	NC	2998	36122	NC	98	99	NC	514	501	NC	4	5	NC	8	10	NC	44	50	NC	44	35
Students with Disabilities	11	657	10295	65	90	92	433	451	443	18	25	33	36	27	26	45	38	33	NA	10	8
Students without Disabilities	109	5082	69852	100	99	100	470	503	488	6	4	7	28	11	16	53	50	51	12	35	26
Limited English Proficient Students	51	640	12722	91	96	97	449	449	441	14	19	27	39	31	33	43	45	37	4	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	115	2944	38371	96	97	97	467	480	465	8	9	15	30	18	23	51	52	49	10	20	13
Non-Economically Disadvantaged	NC	2795	41776	NC	99	100	NC	516	498	NC	3	6	NC	7	11	NC	45	49	NC	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5655	79686	95	97	98	454	478	470	9	7	11	38	21	24	48	61	57	4	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2823	39163	93	98	99	456	482	475	5	6	9	41	19	22	50	63	60	4	12	10
Male	64	2831	40438	97	96	97	452	474	465	13	9	13	36	22	25	47	60	54	5	10	7
African American	--	248	4228	--	96	98	--	465	458	--	11	15	--	23	28	--	61	53	--	4	4
Hispanic	108	2071	33299	95	96	98	452	458	452	10	12	17	39	30	32	47	54	47	4	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	NC	2959	35914	NC	97	98	NC	495	489	NC	3	5	NC	13	15	NC	67	67	NC	17	14
Students with Disabilities	11	571	9808	65	78	87	419	440	432	9	25	35	36	35	32	55	35	30	NA	5	3
Students without Disabilities	109	5084	69878	100	99	100	456	482	475	9	5	8	39	19	23	48	64	61	5	12	9
Limited English Proficient Students	51	617	12594	91	93	96	429	425	422	22	31	34	55	46	45	22	23	21	2	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	115	2879	38095	96	95	97	453	462	452	9	11	17	40	29	32	48	55	48	3	5	3
Non-Economically Disadvantaged	NC	2776	41591	NC	98	99	NC	495	486	NC	3	6	NC	13	16	NC	67	65	NC	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5728	80372	94	98	99	453	476	475	7	3	4	42	31	30	49	64	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	2841	39452	92	99	99	463	487	488	4	2	3	40	22	22	51	73	72	5	3	3
Male	64	2887	40836	97	98	98	445	464	464	9	4	6	44	39	37	47	56	56	NA	1	1
African American	--	249	4264	--	97	99	--	470	465	--	4	5	--	38	35	--	57	59	--	2	1
Hispanic	107	2102	33608	94	98	99	452	460	462	7	6	6	43	38	36	48	55	57	2	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	NC	2995	36213	NC	98	99	NC	487	489	NC	2	2	NC	24	22	NC	72	72	NC	3	3
Students with Disabilities	11	651	10526	65	89	94	433	428	427	9	13	15	45	53	53	27	32	31	18	2	1
Students without Disabilities	108	5077	69846	99	99	100	454	481	482	6	2	3	42	28	26	51	68	69	1	2	2
Limited English Proficient Students	50	637	12747	89	96	97	430	421	432	16	16	12	50	52	52	34	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	114	2941	38521	95	97	98	453	462	461	7	5	6	42	38	38	48	56	55	3	1	1
Non-Economically Disadvantaged	NC	2787	41851	NC	99	100	NC	491	489	NC	1	3	NC	23	22	NC	73	72	NC	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5603	79306	97	98	99	480	518	504	22	9	13	22	15	20	51	50	49	5	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2724	38845	92	98	99	479	518	505	23	8	11	23	16	20	43	51	50	11	26	18
Male	56	2879	40383	100	97	98	481	517	504	21	10	14	21	14	19	55	50	47	2	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	78	2000	32673	96	98	99	480	496	487	21	14	18	23	22	25	50	52	46	6	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	NC	2974	36234	NC	98	99	NC	535	523	NC	4	6	NC	9	13	NC	49	52	NC	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	85	4981	69020	100	99	100	480	523	510	24	6	9	20	14	18	51	52	52	6	28	21
Limited English Proficient Students	42	601	10291	95	95	96	456	462	458	36	34	38	29	33	34	33	31	26	2	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	87	2874	37437	97	97	97	480	499	486	21	13	19	23	21	26	51	51	46	6	14	9
Non-Economically Disadvantaged	NC	2729	41869	NC	98	100	NC	538	521	NC	4	7	NC	9	14	NC	49	51	NC	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5547	79000	97	97	98	464	496	489	21	7	10	33	20	24	43	62	58	3	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2710	38774	92	98	99	462	501	494	26	5	7	31	19	22	37	63	61	6	12	10
Male	56	2837	40150	100	96	98	465	492	485	18	9	12	34	21	25	46	61	55	2	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	78	1963	32508	96	96	98	463	476	472	22	12	15	33	31	33	41	53	49	4	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	NC	2962	36135	NC	97	98	NC	513	508	NC	3	4	NC	12	14	NC	69	67	NC	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	85	4978	69009	100	99	100	463	500	495	22	5	6	34	19	22	41	65	62	2	12	10
Limited English Proficient Students	42	573	10199	95	91	95	437	441	439	36	33	35	48	46	47	14	20	18	2	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	87	2829	37234	97	96	97	464	478	472	21	11	15	33	29	33	43	55	50	3	4	3
Non-Economically Disadvantaged	NC	2718	41766	NC	98	99	NC	515	505	NC	2	5	NC	11	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5609	79611	97	98	99	448	490	496	14	7	7	59	43	37	25	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2732	39016	92	98	99	459	505	511	11	4	4	51	34	29	34	61	66	3	1	1
Male	56	2877	40519	100	97	98	442	476	482	16	9	10	64	51	44	20	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	78	2001	32855	96	98	99	445	470	481	17	11	10	56	51	43	26	37	47	1	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	NC	2984	36380	NC	98	99	NC	504	511	NC	4	4	NC	36	30	NC	59	65	NC	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	85	4970	68947	100	99	100	448	496	504	15	5	4	59	41	34	26	54	61	NA	0	1
Limited English Proficient Students	42	599	10362	95	95	97	409	415	438	31	30	22	57	56	57	10	14	21	2	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	87	2874	37626	97	97	98	448	472	479	14	10	10	61	51	45	24	38	45	1	1	0
Non-Economically Disadvantaged	NC	2735	41985	NC	99	100	NC	508	511	NC	3	4	NC	34	30	NC	63	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5505	79327	95	98	98	510	531	518	16	12	19	27	16	20	47	50	46	11	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2626	38961	96	98	98	512	532	520	17	11	16	22	17	20	52	51	48	9	21	16
Male	49	2875	40295	94	98	97	507	531	516	14	13	21	33	16	19	41	48	44	12	23	16
African American	--	215	4247	--	97	98	--	504	499	--	24	27	--	25	24	--	41	41	--	10	8
Hispanic	95	1926	32327	94	98	98	508	510	499	17	18	27	26	23	25	47	49	41	9	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	98	4918	70006	100	99	100	512	537	524	14	8	14	27	15	19	49	53	49	10	24	18
Limited English Proficient Students	42	525	9431	88	95	95	488	475	466	31	40	53	33	30	27	33	29	18	2	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	94	2687	37097	94	97	97	507	511	498	17	18	27	28	21	25	47	49	41	9	11	7
Non-Economically Disadvantaged	NC	2818	42230	NC	99	99	NC	550	535	NC	6	11	NC	11	15	NC	50	50	NC	32	24

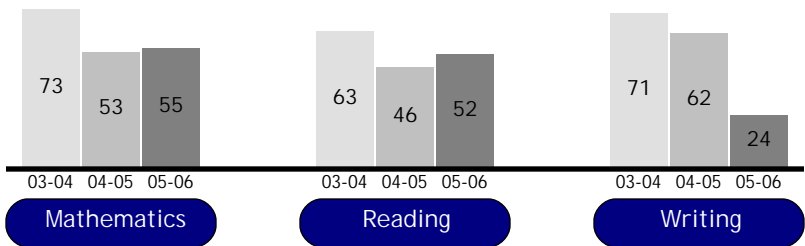
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5447	79501	95	97	98	482	506	497	14	6	10	32	20	25	51	68	60	3	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2606	39062	96	98	99	487	510	502	7	5	8	33	19	23	59	70	64	NA	6	5
Male	49	2837	40368	94	97	98	477	503	491	20	8	13	31	22	27	43	66	57	6	5	3
African American	--	214	4279	--	97	99	--	492	485	--	11	14	--	30	30	--	56	54	--	3	2
Hispanic	95	1887	32389	94	96	98	480	488	478	15	10	16	33	31	34	51	58	48	2	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	98	4915	70090	100	99	100	484	510	502	12	4	7	33	19	24	53	72	65	2	6	5
Limited English Proficient Students	42	496	9401	88	90	94	458	450	443	29	28	40	36	51	46	36	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	94	2646	37183	94	96	97	479	489	479	15	10	16	33	29	34	50	59	49	2	2	1
Non-Economically Disadvantaged	NC	2801	42318	NC	98	99	NC	522	513	NC	3	5	NC	12	17	NC	76	70	NC	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5492	80000	95	98	99	530	565	564	8	3	3	17	10	11	70	77	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2626	39288	96	98	99	550	580	579	4	2	2	9	5	6	83	78	77	4	15	16
Male	49	2862	40644	94	97	98	507	552	549	12	4	4	27	14	15	55	76	74	6	6	7
African American	--	218	4307	--	99	99	--	550	551	--	6	4	--	11	13	--	75	75	--	8	7
Hispanic	95	1917	32672	94	97	99	527	548	548	8	4	4	18	13	14	71	77	76	3	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	98	4907	70081	100	99	100	531	572	571	8	2	2	16	7	7	71	80	79	4	11	12
Limited English Proficient Students	42	517	9571	88	93	96	494	490	502	17	14	10	19	29	29	64	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	94	2675	37534	94	97	98	525	547	547	9	4	4	19	14	15	69	77	76	3	5	5
Non-Economically Disadvantaged	NC	2817	42466	NC	99	100	NC	582	578	NC	1	2	NC	7	7	NC	77	75	NC	15	16

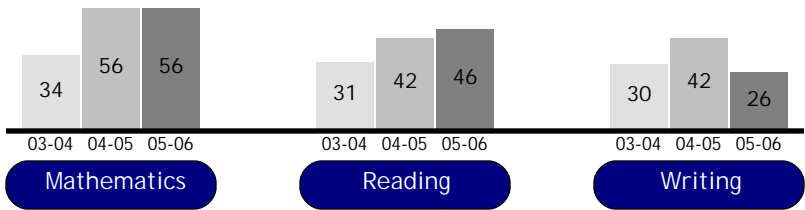
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	56	NA	58	94	39	50	47	97	34	50	46
	Language	94	39	53	50	94	44	49	47	97	37	50	48
	Mathematics	94	63	71	64	93	45	54	50	97	35	56	52
3	Reading	91	40	NA	55	97	31	50	44	93	27	52	46
	Language	94	48	63	61	97	34	49	44	93	28	48	46
	Mathematics	95	56	66	61	97	38	55	51	93	30	56	52
4	Reading	88	38	NA	56	99	31	52	48	92	39	58	52
	Language	97	29	55	52	99	33	52	49	92	39	58	52
	Mathematics	95	51	68	61	99	43	59	53	92	48	67	58
5	Reading	85	37	NA	55	96	35	55	50	94	35	61	56
	Language	94	39	55	49	96	35	55	50	94	34	59	54
	Mathematics	96	44	71	63	96	39	54	49	94	34	59	52
6	Reading	97	35	NA	56	93	46	58	51	94	48	63	56
	Language	96	24	55	48	93	41	54	47	94	41	58	50
	Mathematics	94	48	76	66	93	47	62	52	94	54	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Lowell Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Dress Code
- Ü Student Recognition
- Ü Traffic and Safety Issues
- Ü School Policies and Procedures
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	9.10	Teacher Aide	30.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	1	0
4 to 6 years	7	2	0	0
7 to 9 years	6	2	0	0
10 or more years	6	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Learning Lab for Reading Remediation
- Ü Intervention with retired teachers

Extracurricular Activities

- Ü Afterschool Tutoring in Core Areas
- Ü Student Council
- Ü Orchestra/Band
- Ü After School Sports
- Ü Academic Summer School Program

Social Services

- Ü Breakfast/Lunch Program
- Ü ESL Support
- Ü Counseling Services/Crisis Intervention
- Ü Parent Liaison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Test scores continue to improve. We focus on the core areas of reading, math and writing.
- ü Lowell is considered an all SEI (Sheltered English Immersion) School. All classrooms are fully integrated. Our students learn together and learn from each other.
- ü Research-based curriculum materials are utilized in every classroom. Quarterly assessments are tied to state academic standards and provide benchmarks for learning.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We promote the idea of respect. Our students live the Lowell Roadrunner pledge: Treat others with respect, Complete all assignments, Are good listeners, Follow classroom rules. When we work together we help make Lowell a safe place to learn and grow.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sandi Kuhn	(480) 472-1400
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Sandi Kuhn	(480) 472-1400
School Nutrition Programs	Lucy Wormsbaker	(480) 472-1469
Parent Organization	Lowell School	(480) 472-1400
Student Health/Nurse	Sally Beck	(480) 472-1485

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.